

# PERFORMANCE-PAY FOR TEACHERS

## A PINNACLE CANYON ACADEMY PROPOSAL

210 North 600 East

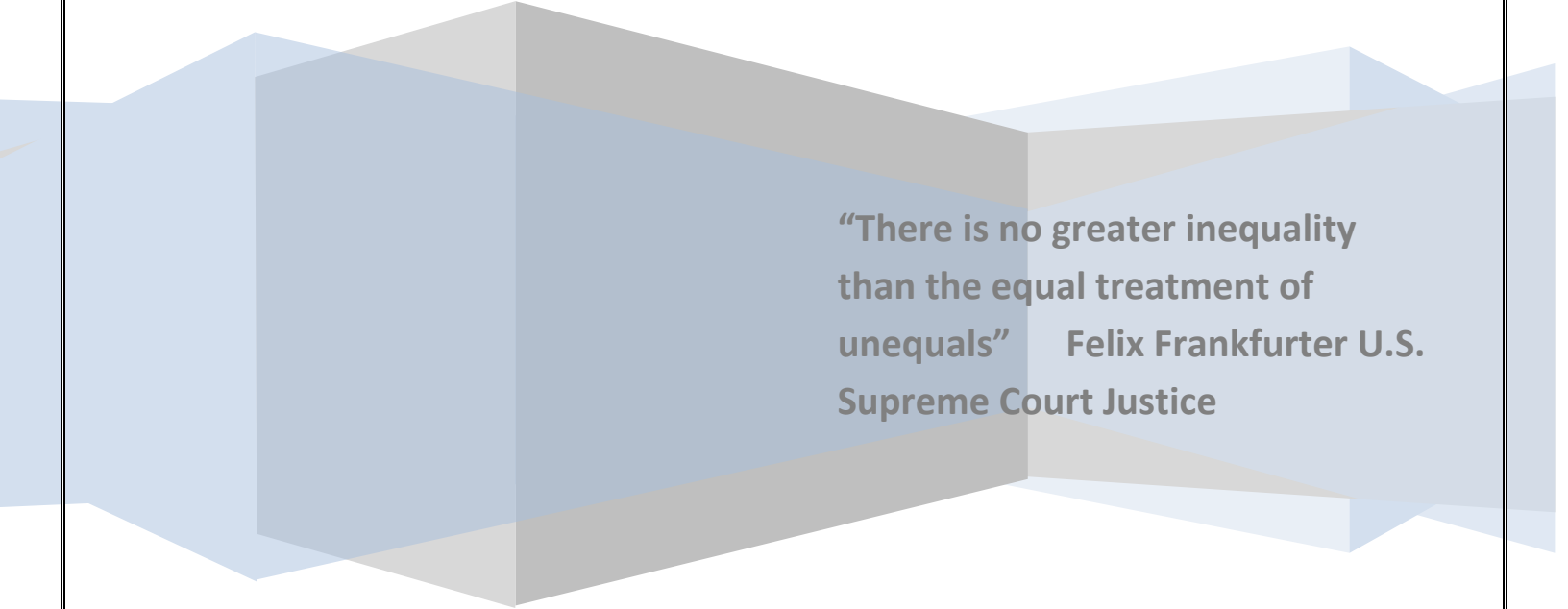
Price, Utah

Roberta Hardy, Chief Administrative Officer

Plan Approved June 3<sup>rd</sup>, 2008

Pinnacle Canyon Academy Performance Pay- \$22,000

Legislative Funding Projection- \$18,000



“There is no greater inequality  
than the equal treatment of  
unequals”     Felix Frankfurter U.S.  
Supreme Court Justice

## **PERFORMANCE-PAY FOR TEACHERS**

- I. **Philosophy**: This plan is designed to promote a coherent system of teacher recruitment, preparation, induction, professional development, compensation and school-design policies that dramatically close the student achievement gap.<sup>1</sup>

In this design we acknowledge that teachers who perform at high levels and **share** their expertise deserve extra compensation for their performance and accomplishments.

Pinnacle Canyon Academy's (PCA's) compensation system will be driven by the following core beliefs:

- ✓ That every student deserves a quality teacher
- ✓ That the compensation system builds on a strong and equitable base-pay structure
- ✓ That the pay system attracts talented individuals to teaching and we support each teacher along the path from novice to expert
- ✓ That every teacher is encouraged to grow professionally and is offered all available opportunities to progress
- ✓ That teachers cannot help students learn more if they do not have sufficient resources, quality training, access to data and the necessary time to learn from each other, and
- ✓ That teachers bring different levels of skills, knowledge and ability to work, and that some teachers outperform others.

- II. **PCA's Tiered Compensation Plan** is fair, strategic, and has teacher support by:

- a. Starting with a base-pay system that is competitive for our region;
- b. Supplements the base-pay system with a performance-pay system that is available to all teachers;
- c. Does not change the current performance based, loyalty rewarded system that rewards performance based on a series of evaluations and years spent at PCA

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<sup>1</sup> The Center for Teaching Quality; Performance-Pay for Teachers: Designing a System that Students Deserve, 2007

- d. Provides additional pay for additional degrees and professional development that are relevant;
- e. Recognizes market demand factors;
- f. Rewards leadership.

The Compensation Committee determined that the Performance Pay System at Pinnacle Canyon Academy should:

1. Be well-defined	5. Recognize extra contributions
2. Be fair	6. Foster loyalty to Pinnacle Canyon Academy
3. Include ongoing feedback	7. Improve teacher retention
4. Include varied incentives	8. Reflect market realities
	9. Motivate and encourage teachers

The tiered system has been designed to meet the ten criteria listed above.

Be well-defined	<p>Descriptions of the tiers are public and open for review.</p> <p>The pay range grid is published on the schools website (pending approval of plan/funding by state)</p> <p>The market demand factors are published and explicit.</p>
Be fair	Teachers at equivalent tier, year and performance levels will be paid within the same range
Include ongoing feedback	Teachers will know precisely on which tier they are placed. They will have opportunities for input, feedback and dialogue.
Include varied incentives	In combination with automatic loyalty increases PCA's continued support of staff development and staff scholarships may lead to

	higher tier placement for participating teachers.
Recognize extra contributions	Extra contributions are recognized and rewarded so that teachers may advance through the tier system
Foster loyalty to PCA	Teachers who stay at PCA longer will have more opportunities for service and leadership to advance up and across the tier system. Seniority is valued both in tier descriptions and the compensation ranges
Improve teacher retention	By clarifying the ranges of compensation available to each teacher, the tiered system allows teacher to predict future compensation with better confidence. The system also retains teachers in the rhetoric and master tiers through performance bonuses.
Reflect market realities	The tiered system uses explicit market factors to recognize varying degrees of demand in the marketplace.
Motivate and encourage teachers	Higher tiers and later years encourage longevity by providing greater incremental increases for returning teachers. The transparent nature of the tiered system will motivate teachers to deliver sustained excellent performance.

III. **Attract – Recruit- and Retain:** At the onset, a fair and fully developed performance-pay system requires a comprehensive teacher development and compensation system, supported by the dollars and tools needed to recruit, prepare and retain good teachers for the school. Teachers must receive pay and incentives that attract the best talent, reward their success with students, encourage new learning, develop leadership, spread effective teaching practices, promote school improvement and change, and otherwise advance the profession.<sup>2</sup>

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<sup>2</sup> Ibid

If teachers are to be paid based on performance, teachers need the tools and the time to learn and implement the skills that foster higher levels of performance. This requires opportunities for professional development during the school day. School schedules must be structured so that collaborative learning communities can develop, where teachers have time to work with each other and to create improved learning opportunities for their students.<sup>3</sup>

**IV. What PCA's Performance-Pay System Will Not Do:**

- a. Place an artificial cap on the number of teachers who may be rewarded;
- b. Limit rewards to teachers of certain subjects to the exclusion of others;
- c. Tie rewards only to student test scores;
- d. Offer performance rewards at the expense of improving the base-pay system;
- e. Develop a performance-pay system without the input from the teachers for whom the system is designed.

**V. Performance Criteria:** Payment for performance recognizes high standards teachers place upon the students, rewards initiative and innovation within the school, and encourages and rewards collaborative efforts between and among teachers.

The Pinnacle Canyon Academy performance-pay system offers supplements to the base-pay in three areas of professional performance: *Student learning, Knowledge and Skills, and Leadership/Responsibility*.

Performance-Pay systems recognize the Skills, Knowledge, and Responsibilities demonstrated by teachers in the classroom, within the school setting as an interdisciplinary approach to education, and within the parent community as a whole.

**Student Learning:**

A measure of student learning comes from more than standardized test scores. Test scores measure only a snap-shot in time and vary with environmental conditions over which the teacher has no control or influence. Student learning, then, must be based on at least three (3) years of data for the student, and, perhaps more importantly, on a variety of learning assessments administered by the teacher. How much a student learns and how much a teacher helps a student learn is determined in part by the accountability to high standards imposed on the students, and the enforcement of those standards by the entire school community. A teacher or team of teachers whose

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<sup>3</sup> National Institute for Excellence in Teaching; "Creating a successful performance Compensation system for Educators" ,July 2007

students' test scores indicate accelerated learning in comparison to previous year(s) should be rewarded, for they obviously are doing something right for those test scores to increase.

Teachers who tailor instruction to the individual student needs should be rewarded. It requires extra time, energy, innovation, and emotion to identify specific learning strategies of students and to then modify instruction so as to capture all students.

Teachers working in teams to accelerate student achievement should be rewarded. Collaboration within a grade-level or subject department and collaboration between grade-levels or subject departments with a coordinated effort to increase student achievement on a school-wide level is meritorious. Research on student achievement indicates that the team or collaborative approach to student learning results in increases in student achievement.

### **Skills and Knowledge:**

Increases in teacher compensation must be tied more directly to professional development activities that help teachers expand their knowledge and skills to meet the specific learning needs of the students they currently serve.<sup>4</sup>

Knowledge includes knowledge of the subject area, in part measured by exposure via course-work in University courses and subject-specific conferences, in-service continuing education, and content-specific seminars. One must know or learn how diverse students learn different content. Multimedia-based teaching will help students learn facts and apply knowledge to 21<sup>st</sup> century economics and the democratic society. One must hold all students to high academic standards and high performance expectations within the limits of each individual's ability. Knowledge includes the use of different tools, strategies, and assessments and to adjust each to conform to the learning styles of individual students and a class of students as a whole. Knowledgeable teachers assess students' abilities to research and manage information, and then communicate that knowledge in solving real world problems. Knowledgeable teachers provide constant feedback to students to help them revise their work and meet ever-higher standards. Skilled teachers work with parents and extended families, school support staff, social service networks, and cultural and neighborhood organizations to offer all students more support. Skilled teachers serve to help other teachers via mentoring, peer coaching, and utilize other strategies for helping less effective teachers. Effective and skilled teachers acquire new knowledge and skills that meet the needs and strategic goals of the school, and project future needs of the school and then activate the staff to meet these future expectations. Skilled teachers recognize that student discipline is a strong influence on learning,

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<sup>4</sup> Ibid.

both for the individual student and the class of students. Classroom management – also recognizing chaos is the first step to an ordered universe – is a learned skill. Teachers who have or develop the necessary rapport with students so that the classroom is always in a “managed” state, need share their skills with teachers who need assistance, and this skill should be rewarded.

### **Leadership / Responsibilities:**

Teachers who demonstrate leadership in the school and the community should be rewarded. Highly effective teachers provide guidance and support to their colleagues through mentoring and coaching. Research indicated that new teachers who are better prepared and supported stay in teaching longer, and therefore is more effective in helping students learn. Mentoring requires the investment of time, expertise, and energy to assist staff members in specific areas of need, i.e., classroom management, technology support, or analysis of classroom data. Professional development among peers is a critical component in the acquisition of additional knowledge for teachers, additional training can be provided through in-staff seminars (PLCs). Teachers who assume or accept the responsibility for coordinating student events, faculty events, school/parent events and who take an active role in supporting school-sponsored activities for students and/or parents should be rewarded.

Imagination and creative collaboration rank high on the checklists of important 21<sup>st</sup>-century skills, and successful companies encourage their professionals to think out of the box as they search for fresh ideas to solve persistent problems.<sup>5</sup>

## **VI. Market Demand Factors**

Teachers in each subject area may receive increased compensation based on their teaching assignment. The increase will be based on the following percentages and assignments. A teacher with multiple assignments will receive the percentage increase associated with the assignment in highest demand.

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<sup>5</sup> Ibid

**Market Demand Factor Premium 0%**

Elementary

English 7-12<sup>th</sup>

PE/Health

Elementary Art/Music

**Market Demand Factor Premium 2%**

JH/HS Volleyball, Basketball, Wrestling Coach

Geography Bee, Spelling Bee Coordinator

**Market Demand Premium 5%**

Elementary Reading Endorsement

Elementary Math Endorsement

Elementary Technology Certification

**Market Demand Factor Premium 10% (3,000.00)**

Elementary Professional Learning Community (PLC) Leader

Secondary PLC Leader

Testing Director

Technology Director

**Market Demand Factor Premium 14%**

HS Math, Algebra II, Advanced Math, Pre-Calculus

**Market Demand Factor Premium 30%**

HS Science- Physics, Chemistry, Biology, Earth Science

Special Education Teachers



## VII. Performance Ranking System<sup>6</sup>

Score	Content Knowledge	Instructional Skills	Demonstrates Leadership	Classroom Management	Student Learning	Communal Responsibilities
<b>4</b>						
<b>3</b>						
<b>2</b>						
<b>1</b>						

The above-referenced model is a “Value-Added” system, i.e., pay is added to the base pay of a teacher according to ranking in the six (6) listed classifications. Reviews are based on administrator review, professional goals set by the teacher(s), self evaluation, critiques by fellow teachers (especially in teams), and extra accomplishments and responsibilities that teachers can document.

A score of 4 indicates the classroom instructor demonstrates mastery in all categories of a highly effective teacher; the reward would be at the maximum value added to the base salary. A score of one (1) indicates the classroom instructor meets the minimum expectations of the school and the teacher-initiated goals; it does not mean the teacher is not an effective instructor. It is important to acknowledge that rating on the Performance-Pay scale above is conducted at a minimum of four (4) intervals throughout the year.

## VIII. Teacher Advancement Criteria

<b>Content Knowledge</b>	<b>Instructional Skills</b>	<b>Demonstrates Leadership</b>	<b>Classroom Management</b>	<b>Student Gains</b>	<b>Communal Responsibilities</b>
The State Core Requirements are planned and met	Varied Teaching Strategies among direct and collaborative strategies	Integrates curriculum with teachers in other content areas	Classroom is ordered and conducive to learning	School-wide gain in core subject tests	Interacts with Parents in Effective Counsel
Professional Development participation	Provide Feedback to students	Volunteers for school activities	Classroom displays the nature of study	70% of students reach Teacher initiated goal in subject area	Collaborate with cross-curriculum teachers
Subject Knowledge	Uses proper written and spoken language	Serves as peer coach/advisor	Students respect rules of conduct	Students design self goals in subject area	Trained as a peer coach and Performance assessor
Utilizes Multimedia	Demonstrates effective	Sponsors school clubs, dances, or	Rules of conduct enforced by the	Students develop an orderly	Maintains website and

<sup>6</sup> Lexington Institute; “Charter School Models for Merit Pay for Teachers, May 2007

Instruction	analysis of student test data	other activities	teacher	conduct in class	places homework on website daily
Sets High Academic Standards	Issues homework at appropriate levels	Initiates new and progressive ideas to improve the school	Effectively establishes his/her authority in the classroom	Students demonstrate knowledge of rules of conduct	Teacher offers appropriate services to special needs students (IEPs)
Assess Student Abilities	Stimulates higher level thinking	Willingly takes on school related tasks	Uses respect rather than fear to control behavior	Students actively and orderly participate in cooperative learning exercises	Teacher maintains accurate records
Varied Assessment Tools	Appropriately and timely applies re-teaching and review strategies	Works effectively with support staff	Effectively uses class time for on-task activities	Students are engaged in learning via labs and/or projects	Teacher adheres to school and state rules, laws, and regulations
Acquires new Knowledge	Attends professional development opportunities	Provides Professional Development to Colleagues	Manages student behavior outside the classroom on school property	Students demonstrate higher-level thinking	Other responsibilities detailed by the teacher *

Includes, but is not limited to, coaching athletics, sponsoring clubs, PLC Leader, team leader, grade-level chairperson, teacher advisory council, and others not named.

## **IX. Scoring Teacher Performance**

The process by which teachers are rated against the foregoing Teacher Advancement Criteria is more than a simple check-off. Assessing performance requires a blend of objective and subjective analysis, and, includes a self analysis, administrator analysis, peer review, and the inclusion of accomplishments not noted on the criteria.

## **X. Converting Scores to Pay**

A rubric is constructed on which an assessment of and by the teacher provides a score, and on the basis of the score, a teacher is eligible for pay enhancement above the base pay. On the Teacher Advancement Criteria format above (p. 6), each element is scored one (1) through four (4), with four (4) being the best score. Each classification or column is then averaged, followed by an average of all six (6) columns to reach a Teacher Score.

A Teacher Score of 3.5 to 4.0 results in enhanced pay of 15% above the teacher's base salary, as expressed on the base salary schedule, including any and all legislative incentives, i.e., \$2,500 in 2007 and \$1,700 in 2008, and pay for extra-duty assignments as in coaching, etc.

A Teacher Score of 2.75 to 3.49 results in 12% enhancement;

A Teacher Score of 2.0 to 2.74 results in 7% enhancement;

A Teacher Score below 2.00 receives no enhancement in salary above the base salary.

## **XI. Base Salary Schedule-Levels and Lanes**

Step	B. S. or B. A. Degree	BS/BA Degree + 20 Semester Credit Hours	MS or MA Degree	MS/MA Degree + 20 Semester Credit Hours
1	\$ 26,000	\$ 27,000	\$ 28,000	\$ 29,000
2	\$ 27,250	\$ 28,250	\$ 29,250	\$ 30,250
3	\$ 28,500	\$ 29,500	\$ 30,500	\$ 31,500
4	\$ 29,750	\$ 30,750	\$ 31,750	\$ 32,750
5	\$ 31,000	\$ 32,000	\$ 33,000	\$ 34,000
6	\$ 32,250	\$ 33,250	\$ 34,250	\$ 35,250
7	\$ 33,500	\$ 34,500	\$ 35,500	\$ 36,500

The step number corresponds to years taught at PCA with the exception of teachers coming in with experience. They will be credited up to step four.

In order to move to the next step a teacher must pass all of the year end evaluations with an average of 80% or above.

Teachers must complete training for re-licensure points every year to keep their license current and effective. The State Office of Education licensing division sets criterion for approved training.

Anyone with an endorsement applicable to students at PCA will receive an additional \$500 in their salary at any step. The type of endorsement and number of endorsements credited must be approved with administration. Teachers may use career ladder money to get an endorsement with administrative pre-approval.

If the legislature grants an increase in the WPU the salary committee will determine if and how it will be distributed in the salary schedule.

The founding group of teachers will remain at Step 7 "Grandfather Clause".